

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY OCT 13 PM 1:33 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, October 26, 2017	
<b>Submittal information:</b>	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Midland ISD	Midland - 165901	0	
Vendor ID #	ESC Region #		
—	18		
Mailing address		City	State      ZIP Code
615 W. Missouri		Midland	TX      79701
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Kim	D	Evans	CTE Director
Telephone #	Email address		FAX #
432-240-1352	Kim.Evans@midlandisd.net		
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Jeff Horner	D	Evans	Executive Dr of Secondary Ed.
Telephone #	Email address		FAX #
432-240-1010	Jeff.Horner@midlandisd.net		

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Patrick		Jones	Chief Academic Officer
Telephone #	Email address		FAX #
432-240-1006	Patrick.Jones@midlandisd.net		---
Signature (blue ink preferred)			Date signed

*Patrick Jones*

10-10-17

Only the legally responsible party may sign this application.

701-17-103-041

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 165901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 3: Program-Specific Provisions and Assurances**

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Midland, Texas is well known to be in the center of the Petroleum Industry and with the petroleum industry comes the need of skilled labor. Midland finds itself due to the fluctuation in the petroleum economy to always be in the need for employees trained in various areas of the energy industry. The generation of skilled labor we have now are nearing retirement age, therefore Midland ISD has taken the challenge on to grow and train our own labor force.

We created a Petroleum Academy, 3 years ago starting with our 9<sup>th</sup> grade cohort. In partnership with Midland College we have now created a pathway for students involved in the academy to earn a Petroleum Energy Technology Certificate or earn college hours toward an Associates in Energy Technology through Midland College upon graduation. Along with the Petroleum Academy, our students also have opportunities to earn dual credit toward an entry level Automotive Technician in Auto/Diesel Technology as well as a entry level certificate in Welding as well as a high school diploma with a Business/Industry or STEM endorsement

Midland ISD has been selected as member of the "System of Great Schools" through TEA and as well as our board working with TEA's Lone Star Governance to improve student achievement. We believe this career path meets our student needs as well as the Permian Basin's future need in the labor force and will encourage our students to stay in school earning their high school diploma as well as a post secondary certificate or even an associates degree. This is a great opportunity for Midland ISD student and their futures.

The programs address the needs of the targeted occupation list from the 2017 Permian Basin Workforce Development Board. Occupations that are listed would be Diesel Specialist, Industrial Machine Mechanics, Petroleum Pump System/Refinery Operator, Truck Drivers, Welders along with Auto Service Techs and mechanics.

Along with our partnership with Midland College, we have developed relationships with our community partners such as SM Energy, Chevron and Oxy. Our community partners have assisted us both with small specific donations as well as providing support in the classroom as presenters and providing field experiences for our students through guided field trips. For Community Partners who have given specific monetary donations, the donation is deposited in the MISD Educational Foundation and used for any materials, supplies and shirts for the academy. We are restructuring our CTE advisory board into several boards that meet the need of our academy clusters we are planning and currently have and this is being formed specifically to assist with the curriculum development for the Petroleum Academy as well as coordinating externships and training.

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Our program has grown each year and will continue to do so. In this growth, we see an increase in expense in tuition for all CTE students which currently stretches our local budget to meet the Midland College tuition needs of our CTE students in their achievement. Our local budget is set up to pay for all CTE dual credit students that are involved in our various programs. This grant would assist in MISD providing tuition for all Petroleum Academy students currently and for the future and would aid the district in their local budget set up for the CTE tuition needs.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 165901	Amendment # (for amendments only): 0
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$85,000	\$5000	\$90,000	\$18,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$85,000</b>	<b>\$5,000</b>	<b>\$90,000</b>	<b>\$18,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3750
This is the maximum amount allowable for administrative costs, including indirect costs:	

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 165901				Amendment # (for amendments only): 0	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
<b>Program Management and Administration</b>					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
<b>Auxiliary</b>					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	N/A	0	0	\$0	\$0
22	N/A	0	0	\$0	\$0
23	N/A	0	0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$0	\$0
26	6119	Professional staff extra-duty pay		\$0	\$0
27	6121	Support staff extra-duty pay		\$0	\$0
28	6140	Employee benefits		\$0	\$0
29	61XX	Tuition remission (IHEs only)		\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-district number or vendor ID: 165901		Amendment # (for amendments only): 0	
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
<b>Professional and Contracted Services Requiring Specific Approval</b>			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	N/A		
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Midland College (HSE) tuition for Midland ISD students in CTE Petroleum Academy for courses in Energy Tech, Auto/Diesel Tech and Welding.	\$75000	\$15000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$75000</b>	<b>\$15000</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>	<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$75000</b>	<b>\$15000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>			
County-District Number or Vendor ID: 165901		Amendment number (for amendments only): 0	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 165901		Amendment number (for amendments only): 0	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
<b>Grand total:</b>		<b>\$0</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 165901				Amendment number (for amendments only): 0	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1	N/A	N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2	N/A		\$0	\$0	\$0
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12	N/A		\$0	\$0	\$0
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19	N/A		\$0	\$0	\$0
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29	N/A			\$0	\$0
<b>Grand total:</b>				<b>\$0</b>	<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	88	45%	Includes all students in Petroleum Academy
Limited English proficient (LEP)	15	8%	Includes all students in Petroleum Academy
Attendance rate	NA	93%	
Annual dropout rate (Gr 9-12)	NA	See comment	DNA – students will not be considered dropout if they leave the Petroleum Academy, will still be enrolled at their MISD high school campus
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	2	50%	
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.	2	50%	
No degree		%	
Bachelor's Degree		%	
Master's Degree	4	100%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										85	77	37	0	199

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	2	1	0	4

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a district, our first priority to meet the needs of a students involved in the Petroleum Academy on all of our secondary campuses 9<sup>th</sup> -12<sup>th</sup> in relation to what are the needs of the energy industry that we need to focus on with our students and how does Midland College and our community partners meet those needs? It will be exciting with our new restructured advisory board this year to see what can be provided for the academy in the way of enhanced and engaging curriculum.

Each spring, we began planning our recruitment strategies for students to enroll as 9<sup>th</sup> graders at our Midland Freshman campus and our Lee Freshmen campus and continue on through the 12<sup>th</sup> in the academy and how we will continue to maintain the students who are already involved in the academy. We host parent meetings for our 9<sup>th</sup> grade parents and explain the opportunity this will provide for their student while enrolled in MISD and the benefits to their future career plans whether it will be continuing on to a 4 year university as a petroleum engineer, landman etc or will the go directly into the area petroleum industry with a level 1 certificate and or an Associates in Petroleum Technology and have the ability to support themselves and or a family. Our parents vary from college degrees to limited public education, so we try to address information to meet all parent questions. We also for our 9<sup>th</sup> graders complete the Apply Texas college admissions application in order to have it completed for Midland College when the fall semester begins. We adjust our recruiting plan each year in order to accommodate parents and students as well streamline the process more efficiently.

During the summer we look to see what additional materials are needed as well as technology such as chrome books for research, shirts for our students to be indentified as members of the academy and simulation equipment that students can utilize in the classroom such as mechanical tools.

We start looking at our enrollment once the school year begins and what the district budget has set to cover tuition for these students when receive our fall invoice and then the Spring invoice for tuition. Our goal over the last 3 years was to build the program and we have, but with growth comes expense for materials, technology and tuition for our students. Tuition expense is our main need. Our community partners have provided funding for materials, shirts and technology at the present time.

Our process in prioritizing follows basically the school year beginning in the January of the Spring semester and follows through until the end of the year as explained above.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To cover Midland College tuition for each student in the Petroleum Academy dual credit courses for Energy Tech, Auto/Diesel and Welding programs.	It would lessen the stress on the Midland ISD local district budget in paying the Midland College tuition for our Petroleum Academy students
2.		
3.		
4.		
5.		

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**Schedule #14—Management Plan**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	MISD Exec Dr of Secondary Ed.	Master's Degree. Oversees all secondary education for MISD. Served as principal for Midland High School as well as Alamo Jr. High for MISD. He has been the facilitator in our collaboration efforts with Midland College and their energy tech dept and MISD CTE dept.
2.	MISD CTE Dr.	Master's Degree - 20 yrs as a Certified CTE teacher and CTE Dept chair at Midland LEE. Served as Associate Principal for 6 years at Midland LEE. Now serves as MISD CTE Director over the Petroleum Academy. Works in collaboration with Executive Director of Secondary Ed in the collaboration with Midland College and our Energy Tech dual credit program.
3.	Petroleum Academy Coordinator	Master's degree and Texas Educ. Certification plus 25 yrs with Halliburton which provides experience in coordinating curriculum, teachers, materials, and community partners for the Petroleum Academy.
4.	Midland College	Doctorate Degree, Special Advisor to the Midland College President. Has worked with MISD Exec Dr and CTE Director collaborating and facilitating the dual credit plan with MISD from the Midland College perspective.
5.	Midland College	Master's Degree. Dean of Applied Technology at Midland College. Member of the Midland College team in the collaboration effort.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Maintain dual credit current enrollment of Petroleum Academy	1. Current Enrollment is the same at end of Fall Semester	09/5/2017	12/22/2017
		2. Less than 3% change in overall enrollment count for the Spring	01/08/2018	06/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	All current Petroleum Academy students complete dual credit year successfully	1. Passing Rate for Fall Semester 2017-18	09/05/2017	12/22/2017
		2. Passing Rate for Spring Semester 2017-2018	01/08/2018	06/01/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	For 18-19 students in the 4 <sup>th</sup> year for O&G will participate in externships or internships/practicums in Energy industry	1. Senior level students will participate in training programs and or shadowing with community partners.	09/01/2018	06/01/2019
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX

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**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once goals and objectives are in place we have our Information Mgt dept produce relevant initial reports with data pertaining to our goals and objectives whether it would be attendance, accountability etc. According to time period of objective or goal, we then request relevant reports to compare the data for improvement from the beginning of the time period to the end. If needed these reports could include demographics of students if relevant, programs involved, enrollment etc. If we are successful, our goal could be increased or maintained. Results of the reports are then communicated to campus principals and instructors and advisory board. Info can also be communicated to parents in parent meetings or conferences, school board as well.

An example of goals and objectives would be for CTE students for PBMAS. We can produce reports for teachers that will show all CTE students and what CTE courses that they are currently involved in and how well they performed on their EOC's which are then shared with teachers, school board and parents. Teachers can then use this report to target and work with these students toward being successful on any EOC standard that was not met, which aids our CTE dept in meeting accountability issues for PBMAS.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We currently do not have ongoing efforts that are similar or related to the Petroleum Academy tuition goal. MISD is cost cutting due to budget restraints for the entire district by a reduction of staff in central office, renegotiating a building contract with Midland College in order to increase the MISD budget for our dual credit programs with them. Our project participants will be committed due to the relevance in the energy industry. It will benefit them in the future in hiring more employees that have a an education background in the industry.

We are also working on developing a health science academy for next year which is the reason we are planning ahead for tuition needs due to overall increase in enrollment for dual credit CTE courses with Midland College.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Enrollment increases each year	1.	Comparison reports from 17-18 enrollment to 18-19 enrollment shows increases in enrollment
		2.	Students continuing with a coherent sequence for the program each year from Oil and Gas 1-4
		3.	
2.	Program of Externships will be created for our Jr and Sr level students with community partners	1.	Community Partners such as Oxy, Chevron, Pioneer develop program to provide MISD Jrs or Srs opportunities to shadow their staff whether it is in the summer between their Jr. or Sr years or during the school year
		2.	
		3.	
3.	Practicum program for Petro Academy 4 <sup>th</sup> year students	1.	Number of Students working for pay with our local community partners in the energy field.
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data will be performed in various ways. We can collect data through our Student Information System of (ITCCS) or our Information Mgt dept on enrollment, demographics EOC success along with and individual schedules plus 4 year plans and transcripts of our student when evaluating our student enrollment each year.

In reference to our future Externship program and Practicum program, we will be conducting evaluations with our community partners and our participating students on what they value in this program and are there any weaknesses that could be improved or removed from the Externship program to improve the overall quality. Advisory board will then review and make adjustments where needed in continuing the program.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The programs address the needs of the targeted occupation list from the 2017 Permian Basin Workforce Development Board.

Occupations that are listed would be Diesel Specialist, Industrial Machine Mechanics, Petroleum Pump System/Refinery Operator, Truck Drivers, Welders along with Auto Service Techs and Operation workers. Midland College provides Certificates in each area and a Associate degree in Applied Science can also be earned.

Oxy, Chevron and other energy service companies are constantly looking for employees to work in their field offices as field techs that monitor and check wellsites and tank battery sites, drive trucks, maintain trucks and equipment in the oil field, as well as welders needed to work on pipelines and tanks.

The energy industry is excited that our students are receiving their education and training in the Permian Basin therefore can find potential employees that are familiar and aware of the energy industry in the Permian Basin and what the community has to offer. Due to being in West Texas and not the metroplex, the industry partners find it difficult to convince potential employees that are in the metroplex area to come out to West Texas and stay. Midland and Odessa have a transient population due to people moving from other states and parts of Texas for seeking work and then leaving due to being far from the metroplex or Houston areas that offer more opportunities in relation to their daily lives and closer to family.

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County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**MISD Petroleum Academy Dual Credit for a Petroleum Energy Tech Certificate From Midland College**

<b>MISD PEIMS #</b>	<b>MISD Course Name</b>	<b>MC Course #</b>	<b>MC Course Name</b>
1300250	Oil & Gas I A	PTRT 1301	Intro to Petroleum Industry
	Oil & Gas I B	OSHT 1301	Safeland/BOP Credit by Exam = Intro to Safety and Health Technology
		ENER 1330	Basic Mechanical Skills for Energy
1300260	Oil & Gas II A	ELMT 1305	Basic Fluid Power
	Oil & Gas II B	INMT 1317	Industrial Automation
		INMT 2303	Pumps, Compressors & Mechanical Drives
N1300256	Oil & Gas III A	TECM 1301	Industrial Math
	Oil & Gas III B	CETT 1302	Electricity Principles
		PTRT 1307	Recovery Production Methods
	Opportunity to take Welding I or Auto/Diesel I dual credit		
N1300257	Oil & Gas IV A	PTRT 1309	Corrosion Basics
	Oil & Gas IV B	PTRT1324	Petroleum Instrumentation
		INTC 2336	Distributed Control and Programmable Logic
	Opportunity to take Welding I/II and Auto/Diesel I/II dual credit		

**Total College Hours      36 hours      Earns a Petro. Energy Technician Certificate**

This will enable students to be hired by energy companies such as Chevron, Pioneer or Oxy and begin the company training program for employees in various areas such as a production operator in the field with the ability to work on equipment or possess the knowledge and skills in problem solving to correct the issue, while earning a good salary with benefits and the ability to work their way up the ladder with a major oil company. Should a student also take the Welding I and II or Auto Diesel I and II, they can also include that knowledge in their skill set with the major energy partners as well as the ability to work with companies such as Warren Cat as a diesel mechanic repairing diesel engines on machinery used in the oil field.

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County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the program can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

**MISD Petroleum Academy Dual Credit Crosswalk toward a Petroleum Energy Tech Certificate**

MISD PEIMS #	MISD Course Name	MC Course #	MC Course Name
1300250	Oil & Gas I A	PTRT 1301	Intro to Petroleum Industry
	Oil & Gas I B	OSHT 1301	Safeland/BOP Credit by Exam = Intro to Safety and Health Tech
		ENER 1330	Basic Mechanical Skills for Energy
1300260	Oil & Gas II A	ELMT 1305	Basic Fluid Power
	Oil & Gas II B	INMT 1317	Industrial Automation
		INMT 2303	Pumps, Compressors & Mechanical Drives
N1300256	Oil & Gas III A	TECM 1301	Industrial Math
	Oil & Gas III B	CETT 1302	Electricity Principles
		PTRT 1307	Recovery Production Methods
N1300257	Oil & Gas IV A	PTRT 1309	Corrosion Basics
	Oil & Gas IV B	PTRT1324	Petroleum Instrumentation
		INTC 2336	Distributed Control and Programmable Logic
	<b>Total College Hours</b>	<b>36 hours</b>	<b>Earns a Petro. Energy Technician Certificate</b>

**MISD Petroleum Academy Dual Credit Crosswalk earning an Associates of Applied Science in Energy Technology**

	<b>Petroleum Classes</b>	<b>36 hrs from above</b>	
13005600	Electrical Technology I	ELMT 2337	Electronic Troubleshooting, Service and Repair
13027400	Networking	ITNW 1325	Fundamentals of Networking Technologies
N1302803	Internetworking Technologies (Cisco)	ITNW 1308	Implementing and Supporting Client Operating Systems
	English III dual credit	3 hrs	MC English 1301
	HS course Fine Arts/Humanities - dual credit	3 hrs	MC Humanities and Fine Arts course list
	HS course Social/Behavioral Science dual credit	3 hrs	MC Social/Behavioral course lists
	Communications Application dual credit	3 hrs	MC Speech Communications lists
	HS Science/Math Course dual credit	3 hrs	MC Natural Science/Mathematics course list
	<b>Total College Hours</b>	<b>60 hours</b>	<b>Associates of Applied Science in Energy Technology</b>

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 165901

Amendment # (for amendments only): 0

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Midland College is the local community college here in Midland. We have worked with MC for many years in the academic dual credit courses as well as other CTE programs such as Auto/Diesel Technology, and Certified Nursing Aide program. In the past 4 years additional courses have been added due to the requirements of Texas House Bill 5 graduation requirements which we were glad to see for our students. The Petroleum academy was our first project in thinking outside the box due to the innovative courses that TEA offered 2 years ago. Due to their energy technology program, we then visited with Midland College concerning certificate programs and possibility of students earning an associates while in the Petroleum Academy through Midland College. In our articulation with Midland College comes cost for our students and as we grow tuition costs increase each year.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

We have multiple industry partners that assist us with the petroleum academy. Chevron, Pioneer Resources, Oxy, SM Energy are our main partners. Oxy has recently joined our endeavor and are now are planning to hire 10 interns in the future from our Senior Oil and Gas students. Chevron has provided funds for textbooks, and equipment such as tools and tool boxes plus provided opportunities for students to visit their training facility here in Midland and inform students about Chevron operations in all areas and expectations they have for their employees as well as their safety protocols they follow daily in the office and the field. Pioneer as provided hard hats and safety classes are looking at participating more with our dual credit program. SM Energy has provided students and instructors shirts for the last 3 yrs to wear when students are out in the community and field trips. They have also participated in our classroom instruction by purchasing the Oil and Gas I textbooks from Penwell Publishing and also The University of Texas –PETEX program. SM has been very active also in sending their staff in to present lessons in their focus areas such as safety, geology and environmental as well as drilling.

The Petroleum academy also receives equipment models such as drill bits and downhole tools and invitations to observe and visit drilling/well sites from smaller energy service companies in the Permian Basin. We build each year on trips that are taken by each grade level. Our 9<sup>th</sup> grade Oil and Gas I just finished visiting Midland's Petroleum Museum. Oil and Gas II will be attending the Permian Basin Safety Coalition the first week of November to participate in their safety forum. This is just the beginning of community partners joining us in this endeavor.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 165901

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**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Petroleum Academy is here to stay for Midland ISD due to the area industry being Oil and Gas. This grant will provide MISD the support they need to this year and possibly the next year and the ability and time to work with our community partners on future funding opportunities to sustain the program for the future after the Reserve grant has expired. In the past year, we have made adjustments with the district budget by restructuring, deleting and combining positions to ease our budget restraints for the district as a whole. MISD has also renegotiated a lease agreement with Midland College in order for the money we saved to be put toward future CTE dual credit tuition costs. The worse case would be for us to have students contribute toward a part of their tuition in order to cover costs. We look forward the challenge due to the benefits in the end for the Petroleum Academy students.

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County-district number or vendor ID: 165901

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**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

List of certificates and degrees for the completion of Midland ISD Petroleum Academy program.

High School diploma with a Business & Industry Endorsement or a STEM endorsement from Midland ISD  
 Petroleum Energy Technology Certificate from Midland College  
 Associates of Applied Science in Energy Technology from Midland College

Options included with the above: Level 1 Welding Certificate or a Auto/Diesel Level 1 Certificate from Midland College

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County-district number or vendor ID: 165901

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**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

The rewarding of the Perkins Reserve grant would not only be a confirmation from TEA that we are on the right track for our students, but it would be benefit the students in helping to cover the tuition for the Petroleum Academy. This grant would be used specifically to cover tuition costs for the Petroleum Academy program which includes the energy classes and students involved in welding and auto/diesel courses with Midland College.

We also have CTE dual credit costs for our health science classes that we also cover and which is beginning to grow at a fast pace and will be our next star for the future. We are very optimistic that a health science academy in partnership with Midland College will be coming and should be just as successful as the petroleum academy, so it is possible we might be applying in a separate application next year for the Perkins Reserve grant for our health science academy that will be starting in 18-19.

So the Midland ISD CTE budget is very tight in order to cover the costs for our CTE students in the CTE dual credit classes with Midland College overall and the Perkins Reserve Grant would be be very beneficial to MISD in this endeavor and confirm that we are on the right path for our students.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only): 0

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 165901			Amendment number (for amendments only): 0	
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 165901

Amendment number (for amendments only): 0

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 165901

Amendment number (for amendments only): 0

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 165901		Amendment number (for amendments only): 0		
<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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